

Reading Strategy

What: When presenting my lesson, the class will be reading a short, three page article, called “Energy Drink Alert!”, found in *Scholastic Choices Magazine*, about caffeine and how it affects the body. Since college students are notorious for consuming so much caffeine, I found this to be quite fitting. Middle school students, as well, take in far too much caffeine, which makes the health related issue very relevant to them. The class will be split up into small groups where they will read the article together. With the chart provided, the groups will cooperatively work together to answer four short questions; they will quickly jot these down on a piece of paper to be given credit for their team work. Once all teams have had time to complete this, we will quickly go over the two discussion questions provided in the article. Each student will have ample time to respond, if desired.

How: Because I have given the students adequate time to absorb the information in the article, they will be filling out an “Exit Slip” to turn in prior to leaving class. The slip will have one question: each student should describe three things he or she learned in class today. These could be related to vocabulary, concepts, ideas, phrases, or anything else that was new information. The slip must be fully completed before a student may leave the class. Using this reading strategy will give me a measurable way to assess the students’ comprehension of the article. They had every opportunity to clear up confusion with their group members and during the whole group discussion. Once I have a student’s “Exit Slip” in hand, he or she is released.